DOCUMENT RESUME

ED 030 118 AL 001 982

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Report of the Consortium of NDEA Institutes in English for Speakers of Other Language.

New York City Board of Education, Brooklyn, N.Y.
Pub Date Sep 68
Note-44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors-*English (Second Language), Parent Participation, *Questionnaires, School Community Relationship, Secondary School Teachers, Sensitivity Training, Special Education Teachers, *Summer Institutes, *Teacher Education, Teacher Improvement
Identifiers-*Consortia, National Defense Education Act, NDEA

A consortium program for Advanced Study in the Teaching of English to Speakers of Other Languages, funded by the U.S. Office of Education and sponsored by the N.Y. Board of Education in cooperation with the Research Foundation of City University of New York, was held in the summer of 1968 in four local colleges: (1) Brooklyn College of City University, for teachers of kindergarten through grade 4, (2) Ferkauf Graduate School of Humanities and Social Sciences of Yeshiva University, for teachers of grades 5-8, (3) Hunter College of City University, for teachers of grades 9-12, and (4) Teacher College of Columbia University, for special teachers and coordinators. Discussed in this Report are some prime objectives of the consortium--meeting the critical need for teachers trained in English as a second language, providing study and training locally for teachers at every grade level, acquainting teachers with ongoing research and modern methodology and resources. Also discussed are the selection of participants (over 150), special features of the various programs (sensitivity training, parent involvement, community relationship, skills development, shock language learning), special consortium activities, publicity, and program evaluation by the directors. Appended are lists of participants, sample questionnaires and a follow-up letter. (AMM)

ED 021982

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Report of the

CONSORTIUM OF NDEA INSTITUTES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Prepared by

Elsie Wolk, Coordinating Director

September, 1968

AL 001 982

"A stranger always has his homeland in his arms....."

Nelly Sachs, Poet

Nobel Prize for Literature, 1966

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ACKNOWLEDGMENTS

It would take a gifted weaver to unravel the numerous, intricately woven strands that went into developing the consortium of NDEA Institutes in English for Speakers of Other Languages. From the first day back in January of 1967 when Assistant Superintendent Jacob Landers, who conceived the idea of a consortium, broached the subject to me, the roster of individuals to whom I am indebted for their assistance and cooperation continued to grow longer.

Although to name some people inevitably and regrettably omits many, nevertheless, the contributions of a few were so vital that I wish to acknowledge them here. My sincerest thanks are expressed to: Assistant Superintendent Jacob Landers for his confidence in me and for giving me the opportunity to plough through an uncharted course; Superintendent of Schools Bernard E. Donovan and Board President Rose R. Shapiro for abiding interest in the project and supporting encouragement; Deputy Superintendent Theodore H. Lang and Assistant Superintendent Abraham Wilner for their supervision and continuing interest in the Institutes; Executive Deputy Superintendent Nathan H. Brown, Deputy Superintendent Seelig Lester for counsel and recommendations; Deputy Superintendent Frederick Hill and his staff for assistance with the numerous fiscal details; Assistant Superintendent Jerome G. Kovalcik and his staff for publicity and photography; Assistant Superintendents Maurice Hopkins, Irving Anker and Truda T. Weil for cooperation in arranging for the use of school buildings during the summer and the recruitment of pupils; Assistant Superintendent William H. Bristow and his staff for making curriculum publications available; Assistant Superintendent Helene Lloyd for recommendations on evaluation; Administrative Director Sidney C. Gould for assistance with the budget, editing and typing of the original proposal;

Art Director George Kaye for suggestions and help in designing the brochure; Director Edward G. Bernard and staff for BAVI Publications and tape recording of seminars and the cooperation of AVDAC; Acting Director Abraham I. Ponemon and staff for participation in planning sessions; Custodian Engineer Salvatore Capitano for arrangements in the Hall of the Board of Education; School Community Coordinator Joseph Elias and the West Side Community Council of District 5 for funding summer programs in cooperation with the Institutes; Assistant Principal Emanuel Fichtenbaum for coordination of the summer school programs with Hunter College and Teachers College Institutes; Principals Murray Cohn, Louis Teichman, Theresa Gloster, Bernard Fox and Reading Coordinator Audrey Weiner for cooperation in the recruitment of teachers and pupils and facilitating the use of Seward Park and Brandeis High Schools; Supervisor Jose Vazquez for contacts with community leaders; Supervisors Rose Scarangella, Rita Cohen and Marvin Pekkala for invaluable assistance with communication; Director George M. Calvert for cooperation in providing low cost transportation for pupils; Secretary Harriet Derman for conscientious, professional service.

From the U. S. Office of Education we were particularly fortunate to have direction and guidance throughout from Program Specialist Richard L. Light. Professor Conrad Berenson, Executive Director of the Research Foundation, his assistant Mrs. Ruth Kapp; Mr. Abraham I. Baum, Fiscal Director and his assistant Mrs. Julia Jacobs rendered the most effective service through their thorough and careful management of the budget. Above all, to the Directors Beryl L. Bailey, Vera Ohanian, John F. Haskell and F. Fulton Ross who provided the leadership and shared the problems, I express my deepest admiration and thanks.

ELSIE WOLK

INTRODUCTION

New York City, in common with other large city school systems of the country, is being challenged to staff its schools not only with greater numbers of teachers, but also with teachers who possess skills of understanding and competence necessary in dealing with a school population global in origin. Our public schools enroll over 1,100,000 pupils of whom more than 10% or 110,447 are classified as learning English as a second language. Of the 6,724 new arrivals admitted this past year, 43 different languages were their initial media of communication. Their national origin spanned 92 countries of the world.

Teaching English as a second language is not a new phenomenon for New York City schools. Many of the professional staff currently serving in the school system may have been non-English speaking when, as pupils, they were admitted to school or, were the children or grandchildren of immigrants to the United States. What gives our problem today a sense of urgency is the quickening of the tempo of life generally, a level of technological intricacy that requires greater and more diversified skill proficiency of its citizens, a vast knowledge explosion demanding more to be learned during the years of formal schooling and,the yearning of people of every segment of society to demolish the barriers of poverty, of ignorance, of alienation so that all may enjoy the richness of a full and productive life here and now. The fatalism of a previous generation is outmoded.

Everyone who comes to this country comes with hope, hope for a more fulfilling life, hope for the opportunity to accomplish something that seemed unattainable in his own land. To participate fully in the life here requires an adequate knowledge of English.

The number of pupils requiring special instruction in English as a second language is expected to take a dramatic upturn as a result of the changes in national policy regarding immigration. As of today, the old quota system which for years favored admission to this country of immigrants from Western Europe is no longer the law of the land. Instead, we are about to experience a new wave of immigration, far more diverse than anything possible in the last forty-four years. The Amendment to the Immigration Act of December 1, 1965 (Public Law 89-236) which became fully operative on July 1, 1968 provides the possibility for an annual admission of 290,000 people a year from all over the world. 120,000 of this number may come from the Western Hemisphere countries alone. The total number, 290,000, may be further augmented by the special legislation enacted to alleviate special areas in the world and to make it possible for reuniting families through the admission of immediate relatives.

The experience of accepting the immigrant and of giving him his start in life is deeply ingrained in the tradition of New York City. Foreign language newspapers on stands are a familiar sight and foreign language broadcasts manage to communicate their messages in between the commercials translated to match the languages. In addition to the immigrant population, New York has a special concern for the thousands of Spanish-speaking Puerto Ricans who make their home here, permanently or temporarily. The consequences of the presence of non-English speaking residents is felt immediately in the public schools. The following report attempts to describe a program conceived by the Board of Education of New York City to strengthen its training of teachers to meet the needs of pupils learning English as a second language.

THE CONSORTIUM

During the summer of 1968, New York was host city to four Institutes for Advanced Study in the Teaching of English to Speakers of Other Languages. The program, funded by a grant of almost $247,000.00 from the United States Office of Education, was sponsored by the Board of Education in cooperation with the Research Foundation of City University of New York and four local colleges including Brooklyn College and Hunter College of City University, The Ferkauf Graduate School of Humanities and Social Sciences of Yeshiva University and Teachers College, Columbia University. The Board assigned one of its supervisory personnel with an extensive background and experience in the field of English as a Second Language to serve as Coordinating Director. The Deans of the colleges who had agreed to participate in the consortium named Directors for their individual institutes from among their college staff personnel. Dr. Vera Ohanian, Assistant Professor of Reading served as Director of the Brooklyn College Institute; Dr. F. Fulton Ross, Assistant Professor and Chairman of the Department of Speech and Theatre, directed the Institute at Hunter College; Dr. Deryl L. Bailey, Assistant Professor of Linguistics, directed the Yeshiva University Institute and Mr. John F. Haskell, Instructor in English as a Second Language, was director at the Teachers College Institute. The Research Foundation, with Professor Conrad Berenson as Executive Director, agreed to serve as the administrative agency for the consortium and managed all of the fiscal details.

Each Director designed his own program following the general guidelines suggested by the U.S. Office of Education. In order to provide an Institute for teachers of elementary, intermediate, junior high and senior high school grades as well as for the special teachers and coordinators of English as a second language in the school system, the Institute Directors selected certain

grade levels for their particular focus of attention. Brooklyn College organized its Institute for teachers of Kindergarten through grade 4; Yeshiva University, grades 5 through 8; Hunter College, grades 9 through 12. The Institute at Teachers College was developed for the special teachers and coordinators. It may be noted that the original plan proposed that a fifth institute be conducted at Fordham University for teachers of grades 5 through 8. Yeshiva University was to have had the Coordinators and Teachers College preferred to have its institute cut across all grades from Kindergarten through 12. The U. S. Office of Education, through its panel of consultants, however, altered the plan and recommended eliminating Fordham University from the Consortium and suggested the grade level allocations as they were described above; which plan was agreed to by the remaining participating institutions.

OBJECTIVES OF THE CONSORTIUM

To meet the critical need for personnel trained to teach English as a second language.

To provide superior training for a greater number of teachers than could possibly be accepted in any of the individual Institutes conducted throughout the country.

To center the Institutes here in New York City to make participation possible for those who for personal reasons and family obligations cannot absent themselves for an extended period.

To offer an opportunity to study to teachers at every grade level in the school system so that there might be continuity in the implementation of teaching procedures.

To acquaint teachers with the current ferment in research taking place in the field of English and with the modern techniques, materials and educational media used in the learning-teaching process.

To provide teachers with the opportunity to learn of existing programs in the local colleges where they might further their studies in the future.

To give teachers the opportunity to meet some of the scholars in the field, become familiar with their and others' writings and to learn of sources to turn to for reference in the future.

To introduce teachers to the work of such professional organizations as TESOL, and the Center for Applied Linguistics and, the role of the government in furthering research and training of teachers.

To offer teachers a variety of approaches possible in working with pupils for whom English is a second language and to increase their awareness of the kinds of problems the language learner faces.

To extend the experience of teachers through supervised practice teaching of local school pupils and through the opportunity to discuss teaching problems with peers and instructors.

To focus attention on the multi-cultural component among New York City pupils and to explore ways of achieving more effective cross-culture communication.

To influence the local colleges to re-examine their existing programs with a view to increasing their relevance to the New York City pupil.

To forge a stronger bond between the colleges and the local school system and among each other.

To bring the colleges, the New York City school system and the community into a cooperative, professional relationship for the ultimate benefit of pupils for whom English is a second language and, consequently, of the larger society.

SELECTION OF PARTICIPANTS

All teachers and coordinators in the public and non-public schools of New York City and the metropolitan area who met the specific criteria for acceptance drawn up by the Directors and described in the brochures of the institutes and the general brochure issued by the Board of Education were eligible to apply.

Since the Institutes were designated as Code 3 Institutes which meant that their programs were conceived of as training for teachers with a minimum background in linguistics and English as a second language methodology, teachers who had attended previous institutes or, on their own, had taken extensive course work in these subjects could not be considered. Generally, the criteria for admission included a baccalaureate degree, a current teaching assignment in a school where skill in teaching English as a second language was an urgent necessity, evidence of a similar assignment for the ensuing academic year, recommendations from the principal or other supervisor as to the applicant's interest in the field, character, potential for advanced study and ability to apply the learnings to be acquired, and a personal, descriptive letter from the applicant himself. Some directors required several years of teaching experience and, in some cases, a personal interview. One of the Institutes admitted supervisors and all of the Institutes gave special consideration to a few applicants from distant regions such as Rochester, Puerto Rico and Mexico.

The response of the teachers was overwhelming. Over a thousand applications were received for the 160 available scholarships. So eagerly was the opportunity to study sought that letter upon letter and hundreds of telephone calls were received. One personal call from an applicant was made by telephone from Rome!

Selection was a difficult and time consuming process for the directors who attempted to assemble a group broadly representative of the city varying in age, background, and experience, and particularly those in greatest need of the training.

Of the group finally selected, 142 were from the New York public schools, 8 from the non-public schools, and 10 from other school systems. There were a total of 157 who continued through the entire six-week program. Three dropped out for personal reasons.

The participants represented a broad spectrum of professional assignments. 73 indicated that as of June 30, 1968, they were common branches or subject teachers, 51 were teachers whose major responsibility was teaching English as a second language in either the day or evening school programs, 6 were district coordinators of English as a second language, 8 were reading teachers, 1 was a guidance counselor, 1 chairman of the English department in a junior high school, 1 acting chairman of the English department in a senior high school, 1 coordinator of grades one and two, 3 assistant principals, 1 coordinator in the office of Junior High Schools, 1 speech teacher and 1 science coordinator. A complete directory of the participants appears in the appendix of this report.

95 of the participants reported that they had never previously taken a course in English as a second language, while 49 said they had. Nevertheless, 103 reported that they had direct responsibility for teaching English as a second language and that in their daily programs 5,498 pupils needing such instruction were taught by them. In the light of these figures, one can arrive at a clearer understanding of the impact the training that these teachers received this summer could have in their schools. Hopefully, the

41 who said that they did no teaching of English as a second language will be going to schools where their special training will be used most effectively.

THE INSTITUTE PROGRAMS

Any participant who projected a leisurely summer while he earned seven to nine graduate credits at any of the four Institutes was quickly disillusioned. The programs were vigorous and demanding. Classes began generally before, or at nine o'clock in the morning (8:30 A.M. at Brooklyn College) and continued to approximately four P.M. or later, five days a week except at Yeshiva University where sessions were concluded at 12:30 P.M. on Fridays in accordance with the University's general policy. The time was made up by longer sessions on the other four days of the week. In addition to the class sessions, all of the participants were expected to devote time to individual study.

In some respects the Institute programs were similar. They each offered courses in Linguistics, Phonetics and Phonemics, Methods and Materials in Teaching English as a Second Language and Practice Teaching. However, since each director had the responsibility for designing his own program and for selecting his own staff, each Institute, in effect, was interestingly different.

Some of the unusual features of each Institute are reported here because they are vivid illustrations of the scope of the consortium and reflect the creative planning of the directors.

At Brooklyn College where thirty-five teachers of Kindergarten through grade 4 were enrolled, the practicums played a key role in the total program. The Brooklyn College campus is located in an area of Brooklyn where few non-English speaking families live. In order to provide pupils for the

practice teaching facet of the program Dr. Ohanian, the director, had to choose between asking the participants to travel daily to a distant school where pupils would be enrolled in a summer school or having the pupils come to Brooklyn College. She chose the latter. This involved tremendous effort and time to locate very young primary level children who spoke little or no English, to inform their parents and interest them in bringing their children to Brooklyn College on a regular basis five days a week for six weeks, and to assist in the matter of transportation. Through her own efforts and those of several of the Institute staff members, she managed to bring 42 children and almost as many parents into the program. Low cost transportation was made available to the children through the cooperation of the Board of Education's Department of Transportation.

During part of the practice teaching sessions, the children were arranged in small groups. But, ringed around each group were the parents who watched the teaching methods employed with their children with intense interest. You could see them practicing and learning as the teacher demonstrated. They were enjoying the obvious care their children were getting as well as the progress they were making. It was a beautiful example of meaningful parent involvement.

Another feature of the Brooklyn College Institute which the participants valued and enjoyed were the Friday afternoon visits to several community agencies, to meet and talk with community leaders, to walk through and study different communities in the city and to include a luncheon in a neighborhood restaurant.

Yeshiva University Institute, directed by Dr. Beryl L. Bailey, with Dr. Laurence Kasdan as Associate Director, introduced two features which had never been tried in Institutes training teachers in English as a second

language. One was sensitivity training. In recent years, the National Training Laboratories at Bethel, Maine have conducted numerous institutes for educators, personnel workers, executives and others whose work requires a high level of skill and sensitivity in interpersonal relationships, in the group process, in responding to, developing and implementing cooperatively planned ideas. To date, the schools have done little to incorporate the techniques developed at Bethel. Dr. Bailey invited Dr. Shaun Kelly who had been trained at Bethel to conduct the sensitivity training sessions for the participants. It was interesting to observe how much cohesion developed in this group despite the diversity of backgrounds. For people who have to work with pupils and parents of other cultures, with colleagues on a school staff, with administrators and paraprofessionals, an awareness of self in group dynamics can be tremendously helpful in keeping discussions in balance and productive.

The second aspect of the Institute at Yeshiva University was the Skills Development Center set up in Seward Park High School on the lower East Side of Manhattan. 37 junior high school children learning English as a second language were recruited from the local neighborhood. Three centers were set up: an oral skills center where demonstrations of techniques of teaching English as a second language were given by Mr. Marvin Pekkala and practice teaching done by the participants; a reading skills center, where a variety of machines, head sets, films, film strips and reading material were arranged so that pupils under the guidance of instructors could learn and practice reading and, on the basis of diagnosed needs, remediate deficiencies using the machines for much self-help at a pace adjusted to the ability of the individual pupil monitored by the teacher; a writing skills center where the overhead projector was used frequently as an aid in cooperative dictation of stories and ideas by pupils based upon immediate and past experiences and

where learning typewriting proved to be a good stimulus for writing. The skills centers were equipped with many new materials, displayed so that they were easily accessible to the participants. There was tremendous interest in the new world of materials, methods and machines and the concept of skills centers, generally.

The Hunter College Institute for teachers of grades 9 through 12, directed by Dr. F. Fulton Ross with Mr. Neil J. Weintraub as Associate Director, pioneered a new approach by conducting the entire Institute off campus. The Louis D. Brandeis High School on the West Side of mid-Manhattan was the center where the Institute was held. Conducting the Institute in this school had certain advantages not available to the other Institutes. Through the interest and cooperation of the school-community coordinator of District 5, Mr. Joseph Elias, and a group of community organizations including HARYOU, The West Side Community Council and The Lower West Side Planning Committee, the community organizations agreed to use some of their Title I funds to sponsor a work-study program for high school students at Brandeis High School and a study program for elementary pupils at Public School 165, Manhattan. Both of these schools are in District 5. One phase of their program provided for setting up classes for non-English speaking pupils at both places. Mr. Emanuel Fichtenbaum, Assistant Principal at P.S. 149, Manhattan served as Project Director.

The high school students devoted the mornings to their study program. During the afternoons, they were employed to do certain clerical and duplicating tasks for which they were compensated.

The arrangement was ideal for the Hunter College Institute and for the non-English speaking pupils who had been selected to participate in the program by a member of the staff of the Brandeis High School after consultation

with Dr. Ross and Mr. Weintraub. The advantage was two-fold. For the Hunter Institute, the students were on the premises, available to the Institute for demonstration and practice teaching. For the students, they had the benefit of the intensive teaching by the highly skilled Institute faculty and the participants who practiced under very careful supervision.

Another feature of the Hunter College Institute program was the balance achieved between the academic and the practical.

The Teachers College Institute for coordinators and special teachers of English as a second language in grades Kindergarten through 12, directed by Mr. John Haskell, had the largest number of participants and the most varied in background, grade level and experience.

In addition to the benefit of having the facilities of Teachers College available to the participants, one feature was its stress on academics. Participants were introduced to numerous reference readings and had the privilege of courses taught by Professor Robert L. Allen and Professor Jayne Harder.

Another feature was a week of shock language learning where the participants, working in small groups under highly skilled instructors, could observe techniques and simultaneously experience what it means to be learning a second language as they heroically attempted to "master" one of several languages offered including Thai, Russian and Hebrew.

For practice teaching at the elementary level, the participants had to travel a short distance to Public School 165, the other location where the previously mentioned Community Council had funded two classes for non-English speaking children. On the other hand, practice teaching at the secondary level was done at Teachers College with the older pupils selected from Brandeis

High School doing the traveling.

In all, a total of 164 local pupils were involved in the program and benefited from the practice teaching phase at all of the Institutes.

THE "CIRCUIT" LECTURERS

Because all four of the Institutes were conducted in New York City and were functioning as a consortium, it was possible to augment the program at each Institute through inviting some of the faculty from each of the Institutes to give several lectures and conduct discussions at all four Institutes. This sharing of the wealth of professional talent available was a key feature of the consortium. Participating in the "circuit" and the subjectsof their lectures were: Professor Robert L. Allen, "Linguistics;" Professor S. Alan Cohen, "Reading;" Professor Jayne Harder, "Phonetics and Phonemics;" Dr. Charles Haynes, "Methods of Teaching English as a Second Language;" Miss April Lou, "Chinese Culture;" Professor Vera Ohanian, "Reading;" and Mrs. Maria Sanchez, "Puerto Rican Culture."

Mr. William Stewart, anthropologist and scholar, of the Center for Applied Linguistics, though not an Institute staff member, was a guest lecturer on the subject of "Dialects" at all of the Institutes.

THE PROFESSIONAL SEMINARS

On three afternoons during the six-week program, all of the participants and college staffs were invited to meet in a central place, the Hall of the Board of Education, to listen to selected speakers on current subjects and to participate in the ensuing discussion. The purposes of the seminars were to create a feeling of unity among the participants by meeting in joint session, to involve additional leaders who were not on the staffs of the Institutes, to acquaint the participants with available Board of

Education publications in English as a second language and to discuss subjects having a tangential relationship to teachers of English as a second language.

The seminar discussions seemed to point up that, like a house that needs continued improvement in electrical wiring in order to make the best use of available and newer appliances, so too must increasingly effective means of communication be developed and used to inform school personnel of existing, pertinent materials, of the historical and current facts influencing decisions in policy and of the need to keep open and alive an on-going dialogue with the community for relevant,cooperative planning for the future.

Subjects of the seminars and the participating panelists were "Methods and Materials in Teaching English as a Second Language," Mrs. Clelia Belfrom, Mrs. Evelyn Kleban and Mrs. Dora Pantell; "Bilingualism in Public Education," Professor Joshua Fishman, Dr. Sidney C. Gould and Professor Mario Pei; "The Voice of the Community in Multilingual Neighborhoods," Mrs. Goldie Chu, and Mr. Ernest Villas. Mrs. Petra Santiago, Mr. Edward C. Carpenter and Miss Virginia Costadasi who had been invited were, unfortunately, unable to attend.

Through the cooperation of several staff members of the Bureau of Audio-Visual Aids, recordings were made of the seminars.

SOCIAL ACTIVITIES

Generally, participants at Institutes live on campus and therefore' have time for socializing. The consortium program was a veritable "study-in" for the participants and, with the necessity for daily transportation to and from home, social activities were modified accordingly. A welcoming dinner party for all the participants was held at International House in Manhattan on the first of July, the opening day of the Institutes. Despite soaring

temperatures and the absence of air-conditioning, 168 people attended. Some of the participants invited their spouses; others invited friends. Among the guests were President Robert Cross of Hunter College, Professor Julian Roberts of Yeshiva University and a Director of an NDEA Institute for Disadvantaged Youth, Dean Helen Brell, Dean Edwin Spengler and Dean Don Watkins of Brooklyn College, Fiscal Director of the Research Foundation, Mr. Abraham I. Baum, and Assistant Superintendent Abraham Wilner and Dr. Sidney C. Gould of the Board of Education staff and all of the consortium Directors. Greetings were received from President Johnson, Governor Rockefeller, Commissioner James E. Allen, Board President Mrs. Morris R. Shapiro and others.

Coffee and cold soda breaks were a daily feature of all the Institutes and each arranged a cocktail party or luncheon for their own groups. Information concerning "happenings" in New York was made available to the Directors and tickets for a performance of Romeo and Juliet were provided through the cooperation of the New York Shakespeare Theatre Festival.

PUBLICITY

Many efforts were made to inform the public and to reach educators for whom the Institutes might be of interest. In addition to the directory of Institutes published by the U.S. Office of Education, professional organizations such as the National Council of Teachers of English and the Center for Applied Linguistics listed the Institutes in their journals, 5,000 copies of the Board of Education's brochure were widely distributed among school personnel, state supervisors of English throughout the country, local School Boards, colleges and universities, pertinent organizations, the press, State Departments of Education and public and non-public school systems in New York City and the metropolitan area. The individual brochures of each Institute in the consortium were sent to every school in

the city including the hundreds of non-public schools working with the city on English as a second language programs. The colleges in the consortium printed information in their publications. The Office of Education Information Services and Public Relations included articles in two issues of the STAFF BULLETIN. A panel program moderated by Mrs. Joy Fisher and participated in by the Directors was broadcast on Station WHN. Several local newspapers carried feature articles.

EVALUATION

Each Institute Director will be evaluating his own program. From the casual comments of the participants, the reactions run the full gamut from enthusiastic endorsement to disappointment. A realistic evaluation can take place only after the teachers return to their schools and have the opportunity to put to work their newly acquired knowledge and skills. Changes in school organizations, placement policies and curriculum, acquisition and use of better teaching materials and reference books, opportunities to share information and techniques with colleagues, assignments which utilize the benefits of the training received, the degree to which teachers pursue further formal study in English as a second language; additions to, modifications and revisions of existing college programs; the increased cooperation of the colleges with the schools; the effective involvement of parents, the extent of local support and understanding of the needs of schools for trained personnel, the number and improvement of further Institutes planned; a heightened awareness of and interest in the problems of pupils for whom English is a second language, and the quality of supervision and cooperation of school administrators are some of the facets which will help determine the full impact of the Institutes. A letter advising the principal, superintendent and Local School Board of the teachers' participation in the

program has been sent.

CONCLUSION

As a result of the Institute program, New York City has at least 137 teachers with specialized training in English as a second language. To this number, may be added those who have attended previous Institutes, teachers with degrees or additional course work in the field, and the assigned personnel in schools and districts now functioning as special teachers of English as a second language. This is a sizable nucleus with which to move ahead.

It is suggested that a full-scale effort be made to follow-up the work of this summer. All of the participants should be called together in the fall to meet with those in the school system who share in policy making to discuss their experiences and plan future courses of action. Several of the teachers have indicated they would be willing to give in-service courses. Their generous offer should be acted upon. Many recommended that specific printed materials and audio-visual aids be added to existing lists of available and suggested instructional aids. Current assignments of all the teachers involved should be reviewed with a view to making necessary changes to realize the maximum benefit of their special training. Many of the participants recommended the use of television, closed circuit and otherwise for class instruction. They recognized additional ways in which paraprofessionals who speak the students' languages could be employed in their schools and communities for orientation and communication. They have a better understanding of the type of supervision that would be genuinely helpful. To share what they have learned and the possibility to teach English as a second language in their schools are their repeated requests. A conscious effort is needed to invite more of the local colleges to take an active interest in this area of studies and to introduce, add to and improve

their current programs.

All in all a great surge of interest in English as a second language has been created. The participants wish to become actively involved. A great challenge and opportunity is offered to us. New York City should be the living laboratory for research and the model for demonstration and achievement.

APPENDIX

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Conrad Berenson, Executive Director

NDEA INSTITUTES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Elsie Wolk, Coordinating Director

Summer, 1968

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Queens Public Schools

Millicent Feldman	P.S. 64
Gladys Gold	P.S. 21
Hanah Leff	P.S. 165
Bernice Weisberg	P.S. 21

Other School Systems

Diane Carpenter	Holy Cross School, Manhattan
Margaret Dennehy	Epiphany School, Manhattan
Kathleen Eason	Summer Avenue School, Newark, New Jersey
Mary McCord	Washington St. School, Hempstead, New York

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF HUMANITIES AND
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Shaun Kelly, Yeshiva University
Frederick Hill, Jr. Yeshiva University
Julian Roberts, Yeshiva University
Marvin Pekkala, New York City Board of Education
Nathan Stillman, Yeshiva University
Angel Terry, Yeshiva University
Stuart Silverman, Yeshiva University
Doxey Wilkerson, Yeshiva University

PARTICIPANTS

Manhattan Public Schools

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Pauline Deitchman	Fort Washington Elem School 132
Don R. Haironson	Joan of Arc J.H.S. 118
Paul Israel	Robert E. Simon J.H.S.
Ethel Jones	Arthur A. Schomburg J.H.S. 201
Lionel Jordan	Adolph S. Ochs Elem School 111
Virginia Kee	Charles Sumner J.H.S., 65
Marilyn Melba	P.S. 101
Anne Nagler	Meyer London Elem School 2
Redell Gosgood	P.S. 96
Paul I. Rooney	Richard Montgomery Elem School 168
Toby Schwartzbarth	Charles Sumner J.H.S.
Vera Steffas	John S. Roberts J.H.S. 45
Martha Syfert	Manpower Development Training Program
Leathea Vanadore	P.S. 15

Brooklyn Public Schools

Alan Bernstein	Harry A. Eiseman J.H.S. 275
Rabbi Ephrian Dickstein	
Jusselyn B. Gittens	Colonel David Marcus J.H.S. 263
Mordecai Pessin	Nicholas Herkimer Elem School 155
Alice Pereira	The Warwick Elem School 158
Antoinette Seandel	Bureau for Speech Improvement
Betty Smith	James Sinnott J.H.S. 218
Paula Weiss	The lew Wallace Elem School 284
Robert Winthrop	The Halsey J.H.S. 296

Bronx Public Schools

Ellen Cohen	Macombs J.H.S. 82

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John Kelly	Henry Bruchner J.H.S. 101
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Allan Krinsky	The Intervale School 54
Viola Philip	Johnathan D. Hyatt Elem School 154
Charles Russo	Henry Bruchner J.H.S. 101
Helene Silverman	David G. Farragut J.H.S. 44
Sidney Stern	The Intervale School
Irving Stobin	John Dwyer J.H.S. 133

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Bessie Blake	Leonardo Da Vinci J.H.S. 61
Pearl Sdidenberg	Joseph Pulitzer J.H.S.
Philip Tritt	Woodside J.H.S. 125

Other School Systems

Thomas Davatelis	P.S. 15, New Jersey
Sister M. Denise	St. Charles Borromeo School, Manhattan
Barbara Gasser	St. Paul's School, Manhattan
Sister Blanche Moore	Casa Angela Escuela, Mexico

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Sam Welbaum, Hunter College

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Yolanda Sanders	Brandeis H.S.
Irving Scott	J.H.S. 56
John Stipanela	Food and Maritime Trades H.S.

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Jerome Fishman	Abraham Lincoln H.S.
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Claire Gillespie	East New York Vocational and Technical H.S.
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James McHugh	Bay Ridge Day H.S.
	Bay Ridge Evening H.S.
Jack Munna	Lafayette H.S.
Marilyn Ortlam	Grover Cleveland H.S.
Philip Silverstein	Eastern District H.S.
James Weiss	Franklin Roosevelt H.S.

Bronx Public Schools

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Pearl Frisch	Evander Childs H.S.
Michael McColgan	Morris H.S.
Francesco Raimondo	Dewitt Clinton H.S.
Beatrice Ramirez	J.H.S. 101
Lawrence Wolfe	Theodore Roosevelt H.S.
Perry Zirkel	Evander Childs H.S.

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Ross Gellens	Newtown H.S.
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Michael Petrik	Long Island City H.S.
Gerald Plevin	Martin Van Buren H.S.
Elizabeth San Filippo	J.H.S. 145
Nettie Tilevitz	W. C. Bryant H.S.

Richmond Public Schools

Elizabeth Charette	Port Richmond H.S.

Other School Systems

Francis Condon	Nicholas J.H.S. Mt. Vernon, N.Y.
Sister McKenna	St. Thomas Aquinas, Bronx, N.Y.

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Dorothy Ludwig, Teachers College
Jean McConochie, Teachers College
Laura Marcum, Teachers College
Robert Oldakowski, Teachers College

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Manhattan Public Schools

Charlotte Abromowitz	P.S. 126
Blanche Bennett	P.S. 145
Arnold Bloom	J.H.S. 22
Lynwood Cooper	P.S. 96
Grace Duvel	P.S. 128
Mary Harley	P.S. 42
Eva Ingram	P.S. 163
Janice Jacoby	P.S. 166
Marcia Kesselman	P.S. 157
Celestina Levine	P.S. 28
Marcelle London	District 5
Hilda Moskowitz	P.S. 130
John Murphy	P.S. 173
Sylvia Orenstein	District 1
Sonia Rivera	Brandeis H. S.
Shirley Selikson	P.S. 102
Phyllis Sher	Brandeis H. S.
Susan Stein	J.H.S. 22
Laura Terracciano	P. S. 57
Beatrice Trubin	District 2
Lila Tsai	P.S. 130
Jerome Zuckergood	P. S. 72

Brooklyn Public Schools

Iona Anderson	District 12
Jack Concheiro	J.H.S. 252
Angeline Laccone	P.S. 250
Gaspar La Sala	District 14
Eumelia Pretel	P.S. 155
Sylvia Schulman	P.S. 183

PARTICIPANTS

Bronx Public Schools

Suellen Agulnick	P.S. 134
Anne Campbell	J.H.S. 139
Lois Findelstein	Roosevelt H.S.
Ethel Stein	Taft H.S.
Hector Vega	District 9
Anita Winograd	P.S. 48

Queens Public Schools

Carole Schwartz	Newton H.S.

Richmond Public Schools

Beverly Leipzig	B. Dreyfus J.H.S.
Joseph Kabacinski	J.H.S. 49

Other School Systems

Patricia Corcoran	Rochester City Schools (Elem)
Sister McGowan	Colegio San Carlos, Aguadilla, Puerto Rico
Sister Melley	Convento Santa Monica, Santurce, Puerto Rico
Ruth Schreiber	St. Lukes, Bronx
Marie Toscano	Danbury Schools, Danbury, Conn.
Joseph Vocht	River Avenue School, Patchogue
Athanasia Xanthis	School of the Transfiguration, Corona

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OFFICE OF PERSONNEL

Theodore H. Lang, Deputy Superintendent
Abraham Wilner, Assistant Superintendent

RESEARCH FOUNDATION OF THE CITY UNIVERSITY OF NEW YORK

Conrad Berenson, Executive Director

NDEA INSTITUTES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Elsie Wolk, Coordinating Director

Summer 1968

QUESTIONNAIRE FOR PARTICIPANTS

July 10, 1968

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

July 10, 1968

1. Name of Participant Miss / Mrs. / Mr. / Dr. _____ (First) _____ (Last)

2. Home Address _____ (Number and Street) _____ (Borough) _____ (City)

_____ (Zip Code)

3. School Assignment ending June 30, 1968: _____ (School)

_____ (School Address) _____ (Borough)

4. Nature of your Assignment as of June 30, 1968

Check one
a. Class Teacher _____ Grade _____
b. TESL (Teacher of English as a second language _____
c. District Coordinator (ESL) _____ _____ (No. of District)
d. Reading Teacher _____
e. Guidance Counselor _____
f. Supervisor: Assistant Principal _____
Principal _____
Director _____ _____ (Area)
Assistant Director _____
Other _____

5. Name of your immediate Supervisor
Miss / Mrs. / Mr. / Dr. _____ _____ _____ (Position)

6. Percentage of pupils in your school learning ESL (C to F) _____

7. (To be answered by District Coordinators)

Percentage of pupils in your district learning ESL (C to F)

8. Approximate number of pupils in your school needing instruction in ESL. _____

9. (To be answered by District Coordinators)

Approximate number of pupils in your district needing instruction in ESL. _____

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

10. Does your school have a TESL? _____ Yes _____ No

11. Does your school have a Bilingual Teacher in School Community Relations?

_____ Yes _____ No

12. Does your District have a CESL? _____ Yes _____ No

13. Have you ever taken a course in ESL? _____ Yes _____ No

14. If "yes," how many? _____

Where _____
Name of Institution

Number of college credits _____

15. Do you do any direct teaching of ESL pupils? _____ Yes _____ No

16. How many pupils receive ESL instruction from you? _____

17. Do you think your present assignment in the school system will make the best use of the skills and learnings you will acquire as a result of your participation in the Institutes? _____ Yes _____ No

18. How can your services be used more effectively in the school system? (Check one) Change of position _____ What type _____

Change of school _____ Yes _____ No

Give in-service course _____ Yes _____ No

Teach special class of ESL pupils only _____

Serve as school TESL _____

Other _____

19. Would you like some additional periodic refresher training during the course of the school year? _____ Yes _____ No

20. Do you plan to take additional courses in ESL? _____ Yes _____ No

21. If "yes," where? _____
Name of Institution

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

22. If offered, do you plan to take the New York City license examination in ESL? _____ _____
Yes No

23. Who is the best person to be informed of your participation in this NDEA Institute?

Principal _____
Superintendent _____
Local School Board _____
School Governing Board _____
Other _____

24. At the conclusion of the Institute, you will be asked to make specific recommendations concerning:

a. How the school system can benefit most effectively from your participation in the Institutes.

b. Kinds of institutes to be planned in the future.

c. Kind of follow-up you would want as far as you are concerned.

d. Kinds of materials in ESL each school should possess.

e. How school programs can be changed to benefit ESL pupils.

f. Kinds of services that should be available to ESL pupils.

g. Kinds of materials to be developed for ESL pupils.

h. Kinds of assistance that should be available to ESL teachers.

i. How to involve the local communities in the ESL programs.

Name of NDEA Institute you are now attending _____
College

BOARD OF EDUCATION OF THE CITY OF NEW YORK

Bernard E. Donovan, Superintendent of Schools

OFFICE OF PERSONNEL

Theodore H. Lang, Deputy Superintendent
Abraham Wilner, Assistant Superintendent

RESEARCH FOUNDATION OF THE CITY UNIVERSITY OF NEW YORK

Conrad Berenson, Executive Director

NDEA INSTITUTES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Elsie Wolk, Coordinating Director

Summer, 1968

QUESTIONNAIRE FOR PARTICIPANTS

August 7, 1968

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

August 7, 1968

1. Name of Participant Miss / Mrs. / Mr. / Dr. _____ (First) _____ (Last)

2. Home Address _____ (Number and Street) _____ (Borough) _____ (City)

_____ (Zip Code)

3. School Assignment ending June 30, 1968: _____ (School)

_____ (School Address) _____ (Borough)

4. Nature of your Assignment as of June 30, 1968

Check one
- a. Class Teacher _____ Grade _____
- b. TESL (Teacher of English as a second language) _____
- c. District Coordinator (ESL) _____ _____ No. of District
- d. Guidance Counselor _____
- e. Reading Teacher
- f. Supervisor: Assistant Principal _____
  Principal _____
  Director _____ _____ Area
  Assistant Director _____
  Other _____

5. Name of NDEA Institute you are now attending _____ (College)

6. Name of your immediate Supervisor
Miss / Mrs. _____ (First) _____ (Last) _____ (Position)
Mr. / Dr.

7. Names and addresses of others you wish notified of your participation in the Institute

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

August 7, 1968

8. Please list specific recommendations in answer to the following questions:

   a. How can the school system benefit most effectively from your participation in the Institutes?

   b. What kind of follow-up would you want as far as you are concerned?

   c. List the kinds of ESL materials you would want in your own school program.
   (1) Books (TEACHERS'REFERENCES and PUPILS' TEXTBOOKS)

Author	Title	Publisher

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

AUGUST 7, 1968

c. (2) Films

Name	Producer

(3) Objective Aids

Name	Publisher

(4) Other

Name	Producer

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

August 7, 1968

d. How should school programs be changed to benefit ESL pupils?

e. What kinds of services should be available to ESL pupils?

f. What kinds of assistance should be available to ESL teachers?

g. What kinds of services should be available to parents of ESL pupils?

h. How should the local communities be informed of and involved in ESL programs?

QUESTIONNAIRE FOR NDEA ESOL INSTITUTE PARTICIPANTS

August 7, 1968

i. What kinds of materials should be developed for ESL pupils?

j. In what areas would you like to see further research done? Are you interested in doing any research? What kind?

k. What kinds of ESOL Institutes should be planned for the future?

BOARD OF EDUCATION OF THE CITY OF NEW YORK
65 COURT STREET, BROOKLYN, NEW YORK 11201
OFFICE OF PERSONNEL

CONSORTIUM OF NDEA
INSTITUTES IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(Conducted under a grant from the U. S. Office of Education)

THEODORE H. LANG
Deputy Superintendent

ABRAHAM WILNER
Assistant Superintendent

August 9, 1968

PARTICIPATING INSTITUTIONS

BROOKLYN COLLEGE,
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HUMANITIES AND SOCIAL SCIENCES,
YESHIVA UNIVERSITY
Beryl L. Bailey, Director

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Conrad Berenson, Executive Director

BOARD OF EDUCATION
CITY OF NEW YORK
Elsie Wolk, Coordinating Director
Room 510
Telephone No. 522-6942

Dear

I am pleased to advise you that a member of your faculty participated in an NDEA Institute at this summer where took advanced courses and received training in the teaching of English to speakers of other languages.

The program which extended for six weeks was very intensive. It included, inter alia, courses in Linguistics, Phonetics and Phonemics, Methods of Teaching English as a Second Language and demonstration teaching. Current theories were analyzed and discussed, exeellent materials were examined and used and techniques of teaching were practiced.

In order that the greatest benefits of training accrue to the school system, it is hoped that you will utilize experience to the fullest during the coming school year.

May I take this occasion to congratulate you on the professional spirit expressed by your staff member and to extend every good wish for a fruitful year.

Sincerely yours,

Elsie Wolk

EW:hd

ELSIE WOLK, Coordinating Director
NDEA Institutes in English For
Speakers of Other Languages

Approved:

Theodore H. Lang

Theodore H. Lang
Deputy Superintendent